



STRESS MANAGEMENT OF SENIOR SECONDARY STUDENTS IN RELATION OF LEVEL OF ASPIRATION

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ABSTRACT

The objective of this investigation is to find out the relationship between level of aspiration and stress management of senior secondary students. To attain the objective, modified version of stress management scale by Kaushik and Charpe and level of aspiration (LOA) Test developed by Bhargava and Shah are used. 400 students of senior secondary have been selected randomly from Haryana India. The result reveals that there exist a significant relationship between level of aspiration and stress management. It means level of aspiration affects the stress management of senior secondary student.

KEYWORDS: Stress Management, Level of Aspiration, Goal Discrepancy, Attainment Discrepancy, Senior Secondary Student.

Introduction

Stress Management

In medical terms stress is a psychological and physical factor that is behind the bodily or mental tension. These bodily changes occur due to some stressor, it may be external or internal. To fulfill the demands of life these bodily reactions are obvious. Unfortunately these stressors stress the life of adolescent, make their life really unmanageable. The utmost stress levels and rapid stress situation can cause a very bad effect on physical, biological and mental health of a growing child. Thus, stress must be controlled and managed before time left to avoid such serious psychological and physiological problems. Stress Management means rearrange or do something different in our life to avoid the constant or regular stressful situation. It is managing one's response or reaction when he is in a stressful situation. It is not just a trick but, it means technique to reduce the stress. It is just need to think "Can I change the situation so that it does not cause me stress anymore." Stress Management is not to eliminate stress from your lives but it is to make you learn how to react to these stressful situations. Many people experience stress because in a particular situation, they feel unable to control their reaction. "Stress Management is positive reaction to stress that helps, not harm."

Level of Aspirations

In the present scenario, level of aspiration is an issue of considerable discussion and investigation. The main word which has to be analyzed in this topic is 'Aspire', which means ambition or 'Desire' for an individual, is something that has not been fulfilled yet and he will have to work more to achieve it. In 1930 Hoppe explained it as "Level of Aspiration is a person's expectation, goal or claim on his own future achievement in given task. A given task is accompanied by a feeling of failure if it falls below the LOA and is accompanied by a feeling of success if it goes above the LOA." Level of aspiration is a self-motivational process in which an individual sets his own target, it is possible only if he is actively involved in the task and his competition is with his own last performance. If he attains higher than his expectation, it becomes a motivational factor for him and then mostly an individual raises his target. On the other side, if he gets failure or achieves less than his expectation, it gives a feeling of dissatisfaction and unmotivated him in the next trials. Hence, in all goal setting situation, raising or lowering of the goal of upcoming level or setting of aspiration level depends on success or failure in the last performance.

Review of Related Literature

Sears and Milburn (1983) in their book, 'stress in children and adolescents' summarized typical stress among the school age children. As the main developmental task of this stage concerns schooling, many of the stresses are school related school related problems, in general are test taking, school fears, for example, homework and fear of failure or success including school phobia.

Mar Kham (2005) conducted a study on effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students. Study examined 'the effect of positive emotional refocusing on emotional intelligence, heart rate variability and trait anxiety.' He selected a sample of 99 students of class Nine in which 62 are trained and 37 are in the waiting group. He investigated "No changes in EI or trait anxiety occurred due to training, though training, did lead to significantly increased coherence during autonomic recovery from stress. Among students categorized as low anxiety, there was a positive correlation between EI and coherence and a negative relationship between trait anxiety inter-personal intelligence and not the stress management subscale.

Nikitha, Jose and Valsaraj (2015) evaluated the effectiveness of academic stress management programme on academic stress and academic performance. Study was conducted on 96 subjects. Result showed a significant difference in pretest post test stress level and academic performance. The finding of the study is academic stress management programme was effective in reducing academic stress but not in improving academic performance.

Dharmagadan (1976) in his study on the level of aspiration and self-imposed urge to pursue goal of high creative children in all the three dimensions of level of aspiration, namely economic, vocational and educational found that none of the three variables had any effect on verbal and figural creative ability of the boys. In the case of girls, results were slightly different. Their economic aspiration were, to some extent, related to verbal creativity only. Their vocational aspiration were, on the whole, unrelated to creativity.

Mathur and Kalani (2016) compared students of urban and rural secondary level on the basis of aspiration of level. The main objective of the investigation was to compare the urban and rural students of different level of aspiration. The sample of proposed study consists of 600 students, in which 300 were urban and 300 were rural students of secondary level. The sample was taken from the different school in Jaipur, Rajasthan. Results of the study revealed that there is a significant difference between students of urban and rural on composite score of secondary level. It was found that urban students have high scores as compared to rural students.

Objectives

To find out the relationship between level of aspiration and stress management.

Hypothesis

The hypothesis for the objective can be stated as

There is no significant relationship between level of aspiration and stress management.

Delimitation

Delimitation of the present investigation are :

1. The present study is delimited to 11th and 12th class student of Haryana.
2. The present study is delimited to 400 students only.
3. The present study is delimited to the age range of 14 to 18 years children of Haryana.
4. The present study is delimited to only two variables :
 - a. Ego Strength
 - b. Stress Management

Methods

Descriptive method is used for the present study

Samples

400 students of senior secondary students.

Tools used

The following psychological tests are used to assess the subject.

1. Modified version of stress management scale by Kaushik and Charpe.
2. Level of aspiration (LOA) Test developed by Bhargava and Shah.

Statistical Technique Used

Data collected is statistically analyzed by using correlation.

Analysis and Interpretation

Relationship between level of aspiration and stress management among senior secondary students.

Variables	Correlation
Goal Discrepancy	0.822**
Stress Management	
ADS	-0.789
Stress Management	

** $P < 0.01$

It can be revealed from table that there is a significant positive relationship between Goal Discrepancy (Dimension of Level of Aspiration) and stress management ($r = 0.822$). So it may be therefore be concluded that goal discrepancy score and stress management among senior secondary students are positively and significantly correlated. The table further reveals that there is a significant negative relationship between ADS and Stress Management ($r = -0.789$) of senior secondary students. Therefore the hypothesis stating as, "There is no Significant Relationship between Level of Aspiration and Stress Management" is rejected. So, it can be concluded that senior secondary students have good stress management if they have good levels of goal discrepancy and low stress management if they have good ADS.

Conclusion

It was found that there is a significant positive relationship between Goal Discrepancy (Dimension of Level of Aspiration) and stress management so it may be therefore be concluded that goal discrepancy score and stress management among senior secondary students are positively and significantly correlated. It was found that there is a significant negative relationship between ADS (Dimension of Level of Aspiration) and stress management and Senior Secondary students. So, it can be concluded that senior secondary students have good stress management if they have good level of goal discrepancy and less stress management if they have good Attainment Discrepancy Score.

Educational Implications

- In this investigation it is revealed that level of aspiration is another important factor to reduce stress among adolescents students. In the stage of adolescent students frequently show this type of behaviour. Their aspiration level is also dramatically changed. Some student's aspiration level is very high and some have low aspiration level. In these types of behaviour of adolescents school atmosphere has a great importance. Teachers should organized seminars/conferences in schools to enhance the level of aspiration in the students.
- Teachers should help students in overcoming the level of stress caused by academic activities in variety of ways like educate students about anxiety, provide an open communication in classroom teach and discuss positive coping skills with students, allow students opportunities to practice and apply coping strategies etc. for this conducting seminars and workshops for teachers to help them learn how to identify students psychological problems and their problem solution can be great help the hypothesis "There is no significant Relationship between level of aspiration and stress management" is rejected. So, it could be concluded that senior secondary students have good stress management levels of goal discrepancy and low stress management if they have good ADS.

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